



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State accountability standards of Maine’s *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students’ scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# School Report Grade 3

Test Date: March 2009  
Code: 10061133  
SAU: Arundel School Department  
School: Mildred L Day School

## Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

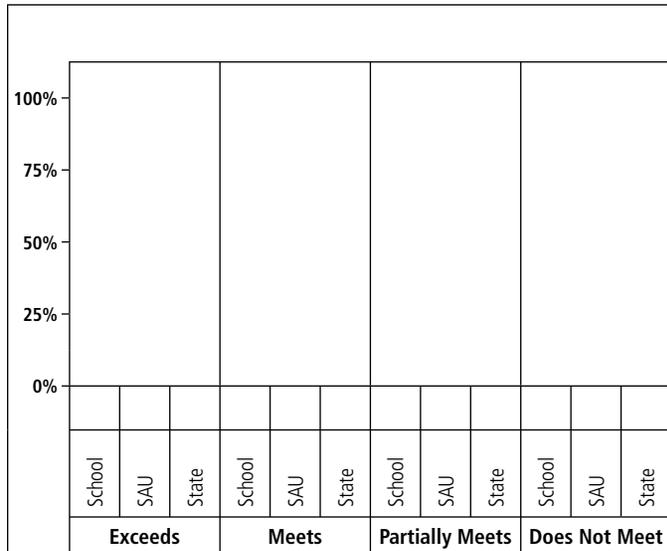
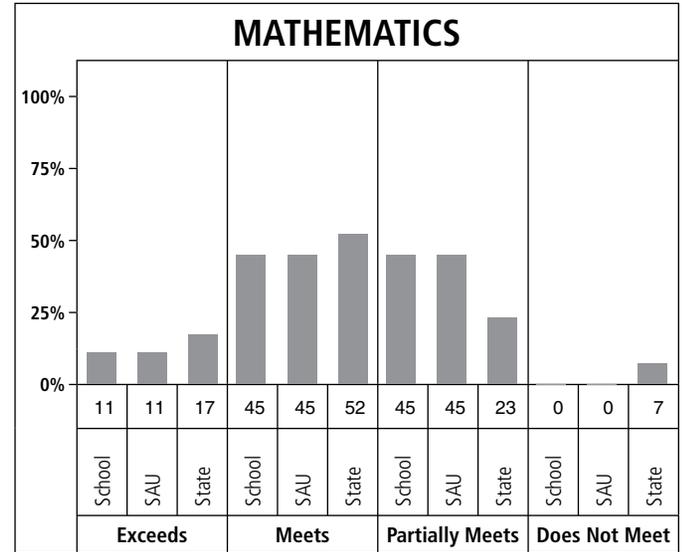
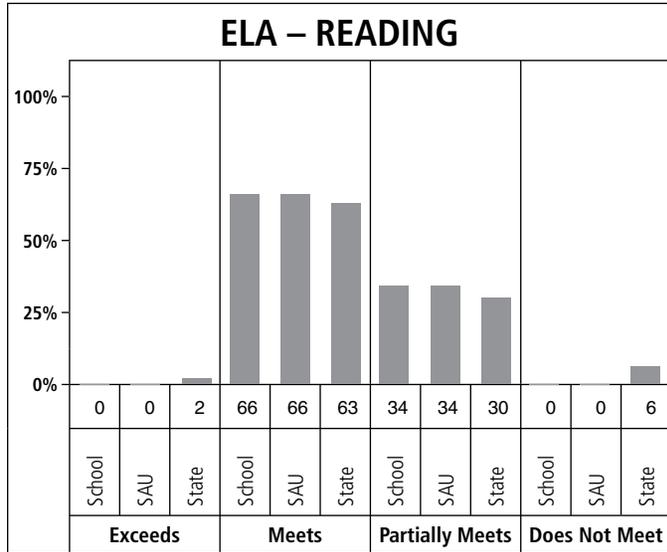
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# SUMMARY OF SCORES

Test Date: March 2009  
 Grade: 3  
 SAU: Arundel School Department  
 School: Mildred L Day School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	346	346	345
2007–2008	344	344	344
<b>2008–2009</b>	<b>344</b>	<b>344</b>	<b>345</b>
Cum. Avg.*	345	345	345
<b>Mathematics</b>			
2006–2007	345	345	347
2007–2008	349	349	347
<b>2008–2009</b>	<b>348</b>	<b>348</b>	<b>348</b>
Cum. Avg.*	348	348	347



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
 Grade: 3  
 SAU: Arundel School Department  
 School: Mildred L Day School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading				Mathematics				School		SAU		State					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
<b>Total number of students</b>	38	100	38	100	13763	100	38	100	38	100	13691	100	38	100	38	100	13691	100						
<b>Ethnicity</b>																								
African American/Black	1	3	1	3	416	3	1	100	1	100	412	99	1	100	1	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	1	3	1	3	232	2	1	100	1	100	226	97	1	100	1	100	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	36	95	36	95	12846	93	36	100	36	100	12788	100	36	100	36	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	5	13	5	13	2414	18	5	100	5	100	2388	100	5	100	5	100	2388	100						
<b>Current LEP</b>	1	3	1	3	420	3	1	100	1	100	413	98	1	100	1	100	417	99						
<b>Economically disadvantaged</b>	9	24	9	24	5887	43	9	100	9	100	5847	100	9	100	9	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						School		SAU		State	
	School		SAU		State		School		SAU		State		n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%						
<b>Participation without accommodations</b>	35	92	35	92	10316	75	35	92	35	92	10355	75						
Identified disability (PET/IEP)	2	6	2	6	437	4	2	6	2	6	445	4						
LEP	1	3	1	3	192	2	1	3	1	3	193	2						
504 plan	1	3	1	3	83	1	1	3	1	3	83	1						
<b>Participation with accommodations</b>	3	8	3	8	3179	23	3	8	3	8	3152	23						
Identified disability (PET/IEP)	3	100	3	100	1757	55	3	100	3	100	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	0	0	0	0	1192	37	0	0	0	0	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	0	0	0	0	53	0	0	0	0	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.



# ELA-READING RESULTS

Test Date: March 2009  
 Grade: 3  
 SAU: Arundel School Department  
 School: Mildred L Day School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL							
		School		SAU		State			
		N	%	N	%	N	%		
The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results: Parameters for Essential Instruction</i> in English language arts – reading.									
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	1	3	1	3	332	2		
	2007-2008	1	2	1	2	227	2		
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>262</b>	<b>2</b>		
	Cum. Total*	2	2	2	2	821	2		
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	24	65	24	65	8691	63		
	2007-2008	33	62	33	62	8403	62		
	<b>2008-2009</b>	<b>25</b>	<b>66</b>	<b>25</b>	<b>66</b>	<b>8500</b>	<b>63</b>		
	Cum. Total*	82	64	82	64	25594	63		
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	12	32	12	32	3781	27		
	2007-2008	14	26	14	26	4018	30		
	<b>2008-2009</b>	<b>13</b>	<b>34</b>	<b>13</b>	<b>34</b>	<b>3985</b>	<b>30</b>		
	Cum. Total*	39	30	39	30	11784	29		
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	0	0	0	0	1021	7		
	2007-2008	5	9	5	9	938	7		
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>748</b>	<b>6</b>		
	Cum. Total*	5	4	5	4	2707	7		

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Reading Total Points</b>	<b>46</b>	<b>100</b>	28.4	61.7	28.4	61.7	28.3	61.5
<b>A1/A2 Interconnected Elements/Literary Text</b>	<b>32</b>	<b>70</b>	20.1	62.8	20.1	62.8	19.9	62.2
<b>A1/A3 Interconnected Elements/Informational Text</b>	<b>14</b>	<b>30</b>	8.3	59.3	8.3	59.3	8.4	60.0

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

\*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# ELA-READING RESULTS (CONTINUED)

Test Date: March 2009
Grade: 3
SAU: Arundel School Department
School: Mildred L Day School

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%			
<b>All Students</b>	38	0	0	25	66	13	34	0	0	344	38	0	66	34	0	344	13495	2	63	30	6	345
<b>Ethnicity</b>																						
African American/Black	1									344	1					344	402	0	40	41	18	339
American Indian or Native Alaskan	0									344	0					344	99	0	64	31	5	343
Asian or Pacific Islander	1									344	1					344	222	4	63	25	8	345
Hispanic	0									344	0					344	162	0	51	38	10	342
Caucasian/White	36	0	0	23	64	13	36	0	0	344	36	0	64	36	0	344	12610	2	64	29	5	345
Not Reported	0									344	0					344	0					344
<b>Identified disability</b>																						
Yes	5	0	0	3	60	2	40	0	0	342	5	0	60	40	0	342	2194	0	32	50	18	338
No	33	0	0	22	67	11	33	0	0	344	33	0	67	33	0	344	11301	2	69	26	3	346
<b>Current LEP</b>																						
Yes	1									344	1					344	406	0	39	41	20	339
No	37	0	0	24	65	13	35	0	0	344	37	0	65	35	0	344	13089	2	64	29	5	345
<b>Economically disadvantaged</b>																						
Yes	9	0	0	5	56	4	44	0	0	344	9	0	56	44	0	344	5721	1	52	39	9	342
No	29	0	0	20	69	9	31	0	0	344	29	0	69	31	0	344	7774	3	71	23	3	346
<b>Migrant</b>																						
Yes	0									344	0					344	6	0	67	33	0	345
No	38	0	0	25	66	13	34	0	0	344	38	0	66	34	0	344	13489	2	63	30	6	345
<b>Gender</b>																						
Female	19	0	0	14	74	5	26	0	0	345	19	0	74	26	0	345	6568	3	67	26	4	346
Male	19	0	0	11	58	8	42	0	0	343	19	0	58	42	0	343	6927	1	59	33	7	343
Not Reported	0									344	0					344	0					344
<b>Title 1A targeted program</b>																						
Yes	0									344	0					344	2300	0	39	49	11	340
No	38	0	0	25	66	13	34	0	0	344	38	0	66	34	0	344	11195	2	68	25	4	345
<b>Gifted/talented program</b>																						
Yes	0									344	0					344	155	11	87	2	0	354
No	38	0	0	25	66	13	34	0	0	344	38	0	66	34	0	344	13340	2	63	30	6	344

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
 NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.   N = Number



# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: Arundel School Department
School: Mildred L Day School

QUESTIONNAIRE ITEMS	School										SAU					State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
<b>How much homework do you do on school nights?</b>																							
A. none	0										0						5	1	44	39	16	340	
B. less than one hour	100	0	0	23	64	13	36	0	0	344	100	0	64	36	0	344	80	2	66	28	4	345	
C. one to two hours	0										0						13	2	61	32	6	344	
D. more than two hours	0										0						3	1	36	45	18	339	
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																							
A. very good	42	0	0	11	69	5	31	0	0	345	42	0	69	31	0	345	47	3	68	24	4	346	
B. good	37	0	0	10	71	4	29	0	0	344	37	0	71	29	0	344	41	1	62	31	5	344	
C. fair	21	0	0	4	50	4	50	0	0	344	21	0	50	50	0	344	9	0	51	41	8	342	
D. poor	0										0						2	0	30	51	19	338	
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																							
A. The questions on the test match what I have learned in reading class.	32	0	0	8	67	4	33	0	0	343	32	0	67	33	0	343	31	3	63	28	6	345	
B. They match some of what I have learned.	47	0	0	11	61	7	39	0	0	344	47	0	61	39	0	344	49	2	68	26	3	345	
C. They match just a little of what I have learned.	13	0	0	4	80	1	20	0	0	347	13	0	80	20	0	347	14	1	53	39	7	342	
D. There is no match.	8	0	0	2	67	1	33	0	0	344	8	0	67	33	0	344	6	0	43	43	14	340	
<b>How hard was the reading part of this test?</b>																							
A. harder than my regular schoolwork	5	0	0	1	50	1	50	0	0	341	5	0	50	50	0	341	18	1	50	38	11	342	
B. about the same as my regular schoolwork	68	0	0	18	69	8	31	0	0	345	68	0	69	31	0	345	57	2	68	26	3	346	
C. easier than my regular schoolwork	26	0	0	6	60	4	40	0	0	344	26	0	60	40	0	344	25	1	61	31	6	344	
<b>How hard were the reading passages on this test?</b>																							
A. Most of the passages were harder than what I normally read.	13	0	0	4	80	1	20	0	0	343	13	0	80	20	0	343	15	0	38	48	14	340	
B. Most of the passages were about the same as what I normally read.	53	0	0	15	75	5	25	0	0	346	53	0	75	25	0	346	48	2	66	29	4	345	
C. Most of the passages were easier than what I normally read.	34	0	0	6	46	7	54	0	0	342	34	0	46	54	0	342	37	3	70	23	4	347	
<b>How much time do you spend reading at home each day?</b>																							
A. more than one hour	16	0	0	5	83	1	17	0	0	347	16	0	83	17	0	347	22	3	67	25	4	346	
B. 20 minutes to an hour	47	0	0	12	67	6	33	0	0	344	47	0	67	33	0	344	46	2	68	26	4	346	
C. less than 20 minutes	34	0	0	8	62	5	38	0	0	344	34	0	62	38	0	344	18	1	56	36	8	343	
D. I rarely read at home.	3	0	0	0	0	1	100	0	0	340	3	0	0	100	0	340	14	0	50	40	10	341	
<b>How many pages do you read in school and to complete homework assignments?</b>																							
A. five or fewer pages	43	0	0	9	60	6	40	0	0	344	43	0	60	40	0	344	29	1	56	36	7	343	
B. six to ten pages	26	0	0	5	56	4	44	0	0	344	26	0	56	44	0	344	21	2	62	31	5	344	
C. eleven or more pages	31	0	0	8	73	3	27	0	0	344	31	0	73	27	0	344	50	3	68	25	5	346	
<b>Optional school/SAU question</b>																							
A.	0										0												
B.	0										0												
C.	0										0												
D.	0										0												

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
 N = Number



# MATHEMATICS RESULTS

Test Date: March 2009  
 Grade: 3  
 SAU: Arundel School Department  
 School: Mildred L Day School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL							
		School		SAU		State			
		N	%	N	%	N	%		
The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results: Parameters for Essential Instruction</i> in mathematics.									
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	4	11	4	11	1985	14		
	2007-2008	8	15	8	15	2277	17		
	<b>2008-2009</b>	<b>4</b>	<b>11</b>	<b>4</b>	<b>11</b>	<b>2328</b>	<b>17</b>		
	Cum. Total*	16	13	16	13	6590	16		
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 342–360)	2006-2007	18	49	18	49	6990	51		
	2007-2008	31	58	31	58	6764	50		
	<b>2008-2009</b>	<b>17</b>	<b>45</b>	<b>17</b>	<b>45</b>	<b>7045</b>	<b>52</b>		
	Cum. Total*	66	52	66	52	20799	51		
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	12	32	12	32	3673	27		
	2007-2008	10	19	10	19	3504	26		
	<b>2008-2009</b>	<b>17</b>	<b>45</b>	<b>17</b>	<b>45</b>	<b>3137</b>	<b>23</b>		
	Cum. Total*	39	30	39	30	10314	25		
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	3	8	3	8	1193	9		
	2007-2008	4	8	4	8	1044	8		
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>997</b>	<b>7</b>		
	Cum. Total*	7	5	7	5	3234	8		

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	31.2	65.0	31.2	65.0	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	12.1	60.5	12.1	60.5	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	6.3	78.8	6.3	78.8	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	5.4	67.5	5.4	67.5	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	7.5	62.5	7.5	62.5	7.1	59.2

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

\*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# MATHEMATICS RESULTS (CONTINUED)

**Test Date:** March 2009  
**Grade:** 3  
**SAU:** Arundel School Department  
**School:** Mildred L Day School

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
<b>All Students</b>	38	4	11	17	45	17	45	0	0	348	38	11	45	45	0	348	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	1										1					407	7	37	32	24	338	
American Indian or Native Alaskan	0										0					99	7	47	38	7	344	
Asian or Pacific Islander	1										1					223	25	45	24	7	350	
Hispanic	0										0					162	6	44	35	15	341	
Caucasian/White	36	4	11	16	44	16	44	0	0	348	36	11	44	44	0	348	12616	18	53	23	7	348
Not Reported	0										0					0						
<b>Identified disability</b>																						
Yes	5	0	0	1	20	4	80	0	0	336	5	0	20	80	0	336	2204	6	36	36	22	338
No	33	4	12	16	48	13	39	0	0	350	33	12	48	39	0	350	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	1										1					412	7	37	35	21	339	
No	37	4	11	16	43	17	46	0	0	348	37	11	43	46	0	348	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	9	1	11	2	22	6	67	0	0	342	9	11	22	67	0	342	5727	10	48	31	12	343
No	29	3	10	15	52	11	38	0	0	350	29	10	52	38	0	350	7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0					6	0	67	33	0	345	
No	38	4	11	17	45	17	45	0	0	348	38	11	45	45	0	348	13501	17	52	23	7	348
<b>Gender</b>																						
Female	19	0	0	10	53	9	47	0	0	346	19	0	53	47	0	346	6568	16	52	24	8	348
Male	19	4	21	7	37	8	42	0	0	351	19	21	37	42	0	351	6939	18	53	22	7	348
Not Reported	0										0					0						
<b>Title 1A targeted program</b>																						
Yes	0										0					2300	4	43	39	14	340	
No	38	4	11	17	45	17	45	0	0	348	38	11	45	45	0	348	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	0										0					155	73	26	1	0	368	
No	38	4	11	17	45	17	45	0	0	348	38	11	45	45	0	348	13352	17	52	23	7	348

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.    N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 3  
 SAU: Arundel School Department  
 School: Mildred L Day School

QUESTIONNAIRE ITEMS	School										SAU					State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
	%	N	%	N	%	N	%	N	%		%	%	%	%	%	%	%	%				
<b>How much homework do you do on school nights?</b>																						
A. none	0									348	0										340	
B. less than one hour	100	4	11	16	44	16	44	0	0	348	100	11	44	44	0	348	5	9	38	32	21	340
C. one to two hours	0										0						13	16	51	24	9	347
D. more than two hours	0										0						3	6	31	39	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	47	4	22	5	28	9	50	0	0	350	47	22	28	50	0	350	40	25	51	17	7	351
B. good	39	0	0	10	67	5	33	0	0	347	39	0	67	33	0	347	45	14	56	24	6	348
C. fair	13	0	0	2	40	3	60	0	0	344	13	0	40	60	0	344	12	7	49	34	10	343
D. poor	0										0						3	3	35	43	20	337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	53	4	20	9	45	7	35	0	0	353	53	20	45	35	0	353	38	23	52	19	5	351
B. They match some of what I have learned.	34	0	0	4	31	9	69	0	0	341	34	0	31	69	0	341	45	16	56	22	6	348
C. They match just a little of what I have learned.	13	0	0	4	80	1	20	0	0	348	13	0	80	20	0	348	12	10	45	33	12	343
D. There is no match.	0										0						5	5	35	38	22	338
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	6	0	0	1	50	1	50	0	0	340	6	0	50	50	0	340	17	8	45	34	13	342
B. about the same as my regular schoolwork	59	1	5	10	53	8	42	0	0	347	59	5	53	42	0	347	59	19	55	21	5	350
C. easier than my regular schoolwork	34	2	18	3	27	6	55	0	0	348	34	18	27	55	0	348	24	20	51	21	8	349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	33	0	0	3	27	8	73	0	0	340	33	0	27	73	0	340	15	8	41	35	15	341
B. 30–45 minutes	48	1	6	11	69	4	25	0	0	350	48	6	69	25	0	350	29	16	54	23	6	348
C. 45–60 minutes	15	2	40	1	20	2	40	0	0	357	15	40	20	40	0	357	32	21	55	19	5	350
D. more than 60 minutes	3	0	0	0	0	1	100	0	0	334	3	0	0	100	0	334	25	21	53	20	6	350
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	11	0	0	1	25	3	75	0	0	336	11	0	25	75	0	336	6	6	33	39	23	337
B. two or three days a week	8	0	0	2	67	1	33	0	0	343	8	0	67	33	0	343	12	15	55	22	8	348
C. two or three times each month	39	2	13	8	53	5	33	0	0	351	39	13	53	33	0	351	26	20	56	19	5	350
D. never or almost never	42	2	13	6	38	8	50	0	0	349	42	13	38	50	0	349	56	18	52	23	7	348
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	35	2	15	5	38	6	46	0	0	350	35	15	38	46	0	350	37	14	51	27	9	346
B. two or three days a week	30	1	9	6	55	4	36	0	0	349	30	9	55	36	0	349	27	20	55	19	6	350
C. two or three times each month	11	0	0	2	50	2	50	0	0	347	11	0	50	50	0	347	19	22	53	19	6	350
D. never or almost never	24	1	11	4	44	4	44	0	0	346	24	11	44	44	0	346	18	15	51	26	8	347
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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